DOCUMENT RESUME

ED 271 148 JC 860 354

TITLE	Attitudes of Recent LaGuardia Graduates toward Further Education: A Baseline Measurement. Report of Findings.
INSTITUTION	Kane, Parsons and Associates, Inc., New York, N.Y.
SPONS AGENCY	La Guardia Community Coll., Long Island City, N.Y.
PUB DATE	May 84
NOTE	49p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*College Graduates; *College Transfer Students; Community Colleges; Graduate Surveys; Questionnaires; *Student Attitudes; *Student Educational Objectives; Two Year Colleges

ABSTRACT

As part of a project to increase transfer rates among students at LaGuardia Community College (LCC), a study was conducted to provide baseline data for future comparisons regarding interest in further education among recent LCC graduates, attitudes toward additional education, reasons for and against enrolling in additional educational programs, and awareness of information about transferring to a senior college. Telephone interviews were conducted with a sample of 107 fall 1983 and 101 winter 1984 graduates. Study findings included the following: (1) while only 16% of the recent LCC graduates were enrolled in further educational programs when interviewed, 44% had taken definite steps toward continuing their education; (2) only 8% of the respondents expressed no interest in further education; (3) 77% indicated that they were attending or planned to attend a City University of New York campus; (4) job-related arguments were most often endorsed as important reasons for additional education; (5) the most common arguments against further education were the need of a break from school, the financial problems of continuing school, and the success of LCC's program in preparing the student for a career; (6) approximately half of the respondents were unaware of selected facts about transfer policy; and (7) about half of the respondents reported having seen or received written information about transferring while at LCC. The questionnaire is appended. (AYC)

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ATTITUDES OF RECENT LAGUARDIA GRADUATES TOWARD FURTHER EDUCATION: A BASELINE MEASUREMENT

Report of Findings

SUBMITTED TO:

FIORELLO H. LAGUARDIA COMMUNITY COLLEGE

MAY, 1984

U.S. DEPARTMENT OF EDUCATION
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The present research grows out of an awareness of the need to assess how well the program will achieve its intended goals. The purpose of this research is to provide baseline data that can be used to monitor the program's effect after implementation. Specifically, this phase of the research sought to determine interest in further education among recent LaGuardia graduates, attitudes toward additional education, reasons for and against enrolling in additional educational programs, and awareness of information about transferring to a senior college. The hypothesis to be tested in future research is straightforward: it is assumed that successful implementation of the program would show future LaGuardia graduates to have higher rates of transfer to four-year institutions, more awareness of and interest if further educational possibilities, and so forth.

The design for this research consists of interviews using a standardized questionnaire with students finishing their degree requirements at LaGuardia at the end of the fall, 1983 and winter, 1984 quarters. Respondents were sampled from the full list of graduates each semester, and interviews were completed by telephone. The questionnaire used in all interviews is reproduced in the appendix to this report. One hundred seven interviews were completed with fall graduates, and 101 students graduating at the end of the winter quarter were interviewed. Interviews among fall graduates took place during February, 1984, while winter graduates were interviewed during late April and early May, 1984.

Since this phase of the research is intended solely to provide a baseline for evaluating data collected in the future, the results in this report are purely descriptive. Indeed, they can in no way be interpreted as an evaluation of the planned transfer program.

SUMMARY

While only about one in six recent LaGuardia graduates were enrolled in further educational programs when interviewed for this study, just under half have taken definite steps toward continuing their education. Indeed, only eight percent express no interest in additional education. CUNY schools have been most often selected by respondents.

Additional education is most often justified in terms of enhancing one's career. Possible reasons for not continuing in an educational program receive much less endorsement.

Despite their expressed interest in transferring to a four-year school, there is a substantial amount of uncertainty about some factual issues regarding this process.

Most LaGuardia graduates report being exposed to discussion about transferring to a senior college while at the school. They also report that other individuals, both in their personal lives and in their educational careers, have encouraged them to stay in school.

About half of these respondents report having seen or received written information about transferring to senior colleges while at LaGuardia.

In sum, these results show that most students graduating from LaGuardia have an appreciation of the value of continuing their education beyond the associate's degree. To this extent, these data suggest that the ground to be cultivated by the transfer program is a fertile one indeed. How successful the program will be in enabling these students to grow to their full potential remains to be seen.

ANALYTICAL DISCUSSION

1. Current Status of Recent LaGuardia Graduates

FINDINGS: Most recent LaGuardia graduates are employed, either full- or part-time.

About one of six recent graduates are enrolled in other educational programs; adding those who have taken definite steps towards a baccalaureate program leads to the finding that just under half of recent graduates are serious about furthering their education at the college level at this point in their lives.

Expressed interest in further education is much higher, as only 8% say they have no interest in additional schooling either now or in the future.

DISCUSSION

A. Work

Just over half (55%) of LaGuardia graduates were working full-time when interviewed (Table 1). Part-time employment characterizes one-fifth, while one in four recent graduates is not working at all. Among the latter, most (59%) would like to find work in the near future. Virtually all of those not working and with no interest in doing so in the near future are either enrolled in other educational programs or planning on doing so in the next few months.

B. Education

One out of every six recent graduates was already enrolled in a further educational program at the time of the interview (Table 2). The slightly higher figures for fall graduates probably reflects the greater options available to persons graduating at the end of the calendar year than in the early spring, when winter quarter graduates finish at LaGuardia.

Interest in additional education is high, as only one out of twelve (8%) expresses no interest in further education. Consistent with this figure is that almost nine out of ten of these graduates voice a preference for earning a bachelor's degree or more.

It is, of course, unrealistic to think that all of these students will complete four year degrees, and for this reason these figures overstate future behavior. In part this probable discrepancy follows from the fact that many of these respondents will be prevented from completing four year degrees by a variety of circumstances in their personal and professional lives. It is also likely that the above figures reflect the tendency for those interviewed to express socially desirable intentions and profess interest in a bachelor's degree. One intent of questions 3 through 7 was to distinguish between those persons who have actually taken steps toward furthering their education (i.e., actually enrolling in a college in question 3 or making definite plans to continue school in the next several months as indicated in question 5) from those whose behavior up till now has been wholly verbal. Classifying each respondent thusly leads to the conclusion that just under half of these respondents (44%) have made concrete steps toward further education at the baccalaureate level.

The institutions selected by these respondents are shown in Table 3. Not surprising is that 77% plan on attending a City University of New York school. Baruch College, noted for its business and management programs, is named appreciably more frequently than any other school, either public or private.

Table 1

Work Status of LaGuardia Graduates at Time of Interview

Q. 1

Present work status	Total Sample %	Graduated Fall %	Graduated Winter %
Working full-time	55	57	53
Working part-time	20	19	21
Not working	25	24	26
(BASE)	(204)	(105)	(99)

Q. 2

Preferences with respect to a job if not currently working (asked only among graduates not working in question 1)			
Does not want a job in the next few months	37	48	27
Wants a full-time job	59	52	65
Wants a part-time job	0	0	0
Not sure	4	0	8
(BASE)	(51)	(25)	(26)

Q. 3

Educational plans (among those not employed and not looking for work)	
Currently attending another college	74
Plan to continue education within next six months or so	11
Plan to continue education, though not in the near future	0
Have no interest in further education	16
(BASE)	(19)

Table 2

Interest in Further Education

Q. 3

Respondent is:	Total Sample	Graduated Fall	Graduated Winter
	%	%	%
Currently attending another college	16	25	5
Planning on continuing education within next six months or so	39	25	54
Planning on continuing education, though not in the near future	35	40	30
Without interest in further education	8	10	6
Not sure	2	0	5
(BASE)	(204)	(105)	(99)

Q. 4

Amount of additional education respondent plans on getting (among those with an interest in further education):			
Additional courses, but not a bachelor's degree	9	7	10
Bachelor's degree	67	66	69
Graduate or professional degree	20	23	16
Not sure	4	3	5
(BASE)	(182)	(94)	(88)

Q. 5

Extent to which respondents planning on continuing their education have made plans to do so (among those saying in question 3 that they plan on continuing their education within the next six months or so)			
Has made or is in process of making definite plans	77	66	84
Has not made any plans	20	25	16
Not sure	3	9	0
(BASE)	(87)	(32)	(55)

Q. 7

Table 3

Colleges Respondents Are or Will Be Attending

	Total Sample %
Public colleges and universities (Net)	88
CUNY institutions (Sub-net)	77
Baruch College	32
Brooklyn College	8
City College	3
Hunter College	10
Queens College	12
York College	7
Other CUNY colleges	10
SUNY schools (all campuses)	2
Other public schools	4
Private colleges and universities (Net)	12
New York University	1
St. John's University	2
Pace University	4
New York Institute of Technology	1
Other private schools	3
Not sure	4
(BASE)	(91)

2. Reasons Students Give For Continuing and Not Continuing Their Education

FINDING: Job-related arguments are most often endorsed as important reasons for additional education. On the other hand, needing a break, the problem of financing college and the fact that the student learned a marketable skill at LaGuardia are most often cited as reasons for not transferring to a senior college.

In general, these results suggest that most students acknowledge in principle the value of further education.

DISCUSSION

All recent graduates included in the survey were asked for their reasons for and against continuing their education. As shown in the questionnaire (Q.s 8 and 9), students who were and were not planning on further education were asked for arguments on both sides of the issues, though the form of the questions varied slightly depending upon whether the respondent was or was not making plans to continue school*.

Given what we know about the motivations of today's college students generally and those in two-year programs specifically, it is not surprising that the three most often endorsed reasons for further education are job related: education leads to increased chances for a promotion and a higher salary, and employers prefer educated workers (Table 4).

*For example, students continuing in school were asked to rate the importance of various reasons in their decision to stay in school, while those with no immediate educational plans were asked to assess the importance of these reasons for getting more education even though they had no such plans at present.

There is also majority support for the notion that education leads to greater appreciation of the world and life in general. Only two arguments are not cited as "very important" by a majority or near majority of the total sample: a bachelor's degree leads to more respect from others and school is attractive because the student couldn't find a job.

It is hardly surprising that respondents with firm plans to continue their education are more likely to rate each reason as important than those who have taken no concrete steps in this direction. The percentage difference between these groups is consistently large (usually between 30 and 40 points) on all items except the last in Table 4. One consequence of this difference is that every reason except "you couldn't find a job" is endorsed by about half of those who are continuing their education.

Arguments against further education are explored in Table 5. Three arguments stand out from the other nine in that they are most often judged important as reasons for no further education: the need of a break from school, the financial problems of continuing school, and the success of LaGuardia's program in preparing the student for a career. Relatively few students openly express any concern about their abilities to perform up to the standards of senior colleges.

Consistent with both our expectations and the results in Table 4 is the finding that continuing students are less likely to attach importance to these arguments than those

respondents with no immediate plans for further education. Compared to those in Table 4, though, the response differences between these two groups are more modest.

Perhaps more important, however, are the comparatively small numbers endorsing any of the arguments in Table 5; no item has more than 29% of the total sample judging it a "very important" reason against additional education, and even among non-transfer students the highest number endorsing any one argument as "very important" is 39% ("you needed a break from school").

What these results --- those in both Tables 4 and 5 --- show is fairly strong verbal commitment to the value of further education.

Q. 8

Table 4

Importance of Selected Reasons for Further Education

	Total Sample	Students Continuing Their Education	Students Not Continuing Their Education
	%	%	%
The more education you have, the better your chances for a promotion in your prefered career field			
A very important reason	69	88	56
A somewhat important reason	20	10	28
A not at all important reason	1	2	15
Not sure	*	0	1
You can make more money with a bachelor's degree than with an associate's degree			
A very important reason	63	84	47
A somewhat important reason	22	12	30
A not at all important reason	13	2	21
Not sure	1	1	1
Employers in your preferred career field generally want people with lots of education			
A very important reason	55	76	39
A somewhat important reason	30	17	39
A not at all important reason	15	8	20
Not sure	*	0	1
Additional education will help you appreciate the world around you better and get more out of life			
A very important reason	54	73	40
A somewhat important reason	33	23	41
A not at all important reason	12	3	19
Not sure	*	0	1
The specific career you want requires a four-year degree			
A very important reason	47	72	28
A somewhat important reason	16	13	19
A not at all important reason	35	14	50
Not sure	2	0	3

- continued -

Table 4
(continued)

Importance of Selected Reasons for Further Education

	Total Sample	Students Continuing Their Education	Students Not Continuing Their Education
	%	%	%
Additional education will help you deal more effectively with problems in your personal life			
A very important reason	44	61	31
A somewhat important reason	27	22	31
A not at all important reason	27	17	36
Not sure	*	0	1
Since many people don't take a two-year degree seriously, it's much better to have a bachelor's degree			
A very important reason	46	61	34
A somewhat important reason	31	17	42
A not at all important reason	23	22	24
Not sure	0	0	0
People will have more respect for you if you have a bachelor's degree than they will if you have an associate's degree			
A very important reason	31	49	18
A somewhat important reason	26	18	32
A not at all important reason	42	33	49
Not sure	1	0	2
You couldn't find a job			
A very important reason	11	12	10
A somewhat important reason	14	12	16
A not at all important reason	73	74	72
Not sure	1	1	2

Notes

Students have been classified as either continuing or not continuing their educations as determined in questions 3-7.

*Indicates greater than 0 but less than 1/2 of 1%.

Items are listed in order of decreasing endorsement by students continuing their education.

Q. 9

Table 5

Reasons For Not Engaging in Further Education

	Total Sample	Students Continuing Their Education	Students Not Continuing Their Education
	%	%	%
You needed a break from school			
A very important reason	28	13	39
A somewhat important reason	19	15	21
A not at all important reason	53	72	38
Not sure	*	0	1
It would be difficult to make ends meet financially if you went to school			
A very important reason	29	23	33
A somewhat important reason	24	23	25
A not at all important reason	47	53	42
Not sure	0	0	0
LaGuardia's co-op program prepared you adequately for the career you want to pursue			
A very important reason	20	10	27
A somewhat important reason	21	15	26
A not at all important reason	59	74	47
Not sure	0	0	0
You aren't interested in any further education			
A very important reason	11	3	16
A somewhat important reason	9	3	13
A not at all important reason	80	93	71
Not sure	0	0	0
Additional education won't really help you in your career			
A very important reason	5	2	8
A somewhat important reason	9	1	15
A not at all important reason	85	97	77
Not sure	0	0	0
Many of your credits from LaGuardia won't transfer to a four-year college			
A very important reason	7	7	8
A somewhat important reason	12	10	14
A not at all important reason	75	80	72
Not sure	5	2	7

- continued -

Table 5

Reasons For Not Engaging in Further Education
(continued)

	Total Sample	Students Continuing Their Education	Students Not Continuing Their Education
	%	%	%
You aren't really cut out for a four-year college			
A very important reason	4	1	7
A somewhat important reason	7	7	8
A not at all important reason	84	92	85
Not sure	*	0	1
The kind of education you received at LaGuardia didn't really prepare you to compete with the other students at a four-year college			
A very important reason	5	5	6
A somewhat important reason	13	14	12
A not at all important reason	80	80	80
Not sure	1	1	2
Since LaGuardia's program concentrates on co-op, it doesn't adequately prepare students for a four-year college			
A very important reason	4	3	5
A somewhat important reason	14	9	17
A not at all important reason	80	87	75
Not sure	1	0	3
You just don't know enough about transferring to a four-year college			
A very important reason	3	2	4
A somewhat important reason	10	11	9
A not at all important reason	86	87	86
Not sure	*	0	1
There's too much bureaucracy and red tape in transferring to a senior college			
A very important reason	6	10	3
A somewhat important reason	11	10	11
A not at all important reason	78	79	78
Not sure	4	0	8

- continued -

Table 5

Reasons For Not Engaging in Further Education
(continued)

	Total Sample	Students Continuing Their Education	Students Not Continuing Their Education
	%	%	%
Employees in your preferred career field tend to think that people with too much education aren't practical enough			
A very important reason	1	1	2
A somewhat important reason	10	10	9
A not at all important reason	87	87	86
Not sure	2	1	3

*Indicates greater than 0 but less than 1/2 of 1%.

Items have been listed in order of decreasing endorsement by students not continuing their education.

3. Awareness of Selected Facts About Transferring to a Four-Year College

FINDING: Roughly half of all students --- both transferring and non-transferring students --- are not aware of selected factual issues about continuing at a senior college.

DISCUSSION

Table 6 documents a good deal of confusion in students' minds about some of the issues surrounding transfer to a four-year institution. Thus only 40% recognize that transfer students may have to take a skills assessment test, 43% are correct in knowing that up to 67 credits may be transferred, and 50% incorrectly think that a passed course in one's major will automatically be counted toward a degree at a four-year school. Especially surprising is that transfer students do only marginally better on this simple test than those without firm plans for more education; on only one of the three items is the difference between the two groups more than ten percentage points in the expected direction.

Q. 10

Table 6

Student Understanding of Factual Issues Regarding Transfer to a Four-Year College

	Total Sample %	Students Continuing Their Education %	Students Not Continuing Their Education %
A student transferring to a four-year college may have to take a skills assessment test			
True	40	41	40
False	38	51	27
Not sure	22	8	33
Most four-year colleges will let a student transfer at least 67 credits from another school toward a bachelor's degree			
True	43	51	37
False	39	43	36
Not sure	18	6	27
Any course at LaGuardia in your major that you passed will automatically be counted toward the degree requirements of a four-year college in the same major			
True	50	53	47
False	38	41	35
Not sure	12	6	18
(BASE)	(207)	(118)	(90)

4. Students' Exposure to Discussions About Transferring to a Four-Year School

FINDING: Students are most likely to report encountering discussions about transferring to a four-year college in the several seminars they take over the course of their education than in either regular courses or transfer workshops.

DISCUSSION

The amount of discussion about transferring to a four-year school students encountered in their academic program at LaGuardia is reported in Table 7. In no cases do large majorities of students report "a lot" of discussion, though it is not clear why we should expect a higher response given the school's educational mission.

Discussion about transferring is least likely reported in regular courses and in transfer workshops, while it is more likely encountered in the various seminars designed to enable the student to cope with college life. The co-op prep course has a slight lead in this respect.

Q. 11

Table 7

Amount of Discussion About Transferring to a Four-Year College Reported By Student

	Total Sample %
In student's co-op prep course	
A lot of discussion	33
Some discussion	35
Very little discussion	30
Not sure	2
In student's co-op internship seminar	
A lot of discussion	29
Some discussion	36
Very little discussion	33
Not sure	2
In student's freshman seminar	
A lot of discussion	26
Some discussion	39
Very little discussion	28
Not sure	7
On student's internship	
A lot of discussion	26
Some discussion	32
Very little discussion	40
Not sure	2
In student's regular courses	
A lot of discussion	19
Some discussion	40
Very little discussion	40
Not sure	*
In transfer workshops	
A lot of discussion	10
Some discussion	15
Very little discussion	28
Not sure	47

5. Extent to Which Students Have Been Encouraged to Transfer to Four-Year Schools After Finishing at LaGuardia

FINDING: Most recent LaGuardia graduates were encouraged by persons at the school and by friends and family members to continue their education at a senior college.

DISCUSSION

On the whole, recent graduates report receiving a moderately high amount of encouragement to continue at a senior college after finishing at LaGuardia (Table 8). Perhaps surprising is that students report the most encouragement from their family and friends (53% and 43% "very much" encouragement, respectively). Also interesting is that the amount of encouragement reported by the student's co-op supervisor is not less than that received from other sources at school.

Q. 14

Table 8

Extent to Which Students Reported Being Encouraged to Transfer After Finishing at LaGuardia

	Total Sample %
Student's academic advisor encouraged him or her:	
Very much	32
Some	37
Not at all	28
Not sure	3
Student's freshman seminar teacher encouraged him or her:	
Very much	31
Some	33
Not at all	31
Not sure	5
Student's counselor other than freshman seminar teacher encouraged him or her:	
Very much	26
Some	25
Not at all	44
Not sure	4
Student's co-op coordinator encouraged him or her:	
Very much	39
Some	33
Not at all	27
Not sure	0
Student's co-op seminar teacher encouraged him or her:	
Very much	33
Some	37
Not at all	29
Not sure	1
Some other teacher of student encouraged him or her:	
Very much	32
Some	33
Not at all	35
Not sure	0

- continued -

Table 8

Extent to Which Students Reported Being Encouraged to Transfer After Finishing at LaGuardia

	Total Sample %
Student's boss or supervisor on co-op job encouraged him or her:	
Very much	33
Some	29
Not at all	38
Not sure	0
Other people at LaGuardia encouraged him or her:	
Very much	5
Some	5
Not at all	90
Not sure	*
Members of student's family encouraged him or her:	
Very much	53
Some	23
NOt at all	24
Not sure	1
Friends encouraged him or her:	
Very much	43
Some	32
Not at all	25
Not sure	0

6. Information Regarding Transfers

FINDINGS: Half of recent graduates received written information while at LaGuardia about continuing their education.

Information on which colleges have programs of interest to students is said to have been most often received, while instructions on handling the paperwork associated with transfer is least often mentioned.

Students saying they got financial aid information most often refer to specific aid programs or to LaGuardia's financial aid office as the source of this data.

DISCUSSION

Half of those interviewed reported receiving or seeing written information at LaGuardia about transferring to a four-year college (Table 9). An unexpected result is that there is no difference on this measure between persons who have taken steps in the direction of further education and those with no specific plans to do so. A follow-up question to determine the kinds of information students reported receiving elicited a wide range of materials and sources. Verbatim responses are appended to these sections.

The extent to which students received information on specific aspects of transferring is reflected in Table 10. Most frequent, at 46%, is information on which colleges have programs of interest to the student. Least often reported is instruction on how to deal with the paperwork involved in transferring. The remaining five types of information show comparatively little variation.

Given the importance of financial aid to LaGuardia students, it is surprising to note that relatively few graduates say in Table 10 that they were the recipients of data on assistance at other schools. This information is described more fully in Tables 11 and 12. In terms of content, information about specific aid programs (such as PELL, TAP, BEOG) is most often mentioned (40% of those having received any such information; Table 11). Close to half of this information was obtained at LaGuardia's financial aid office (45%; Table 12). No other source --- specific offices, seminars, or types of individuals such as counselors --- is mentioned by more than a handful of recipients.

Q. 12

Table 9

Whether Students Reported Seeing Any Information About Transferring to a Four-Year College

	Total Sample %	Students Continuing Their Education %	Students Not Continuing Their Education %
Did student report receiving or seeing any written information at LaGuardia about continuing their education at a four-year college?			
Yes	49	49	49
No	48	47	48
Not sure	3	3	3

Q. 15

Table 10

Topics About Which LaGuardia Students Report Receiving Information While at LaGuardia

	Total Sample %
What four-year colleges have programs of interest to student	
Received information	46
Did not receive information	53
Not sure	1
The advantages of continuing his or her education at a senior college	
Received information	37
Did not receive information	62
Not sure	1
Which courses at LaGuardia meet the degree requirements in student's major at other schools	
Received information	34
Did not receive information	64
Not sure	2
Which courses at LaGuardia transfer to other schools	
Received information	34
Did not receive information	63
Not sure	3
How some employers help workers continue their education	
Received information	30
Did not receive information	69
Not sure	1
Financial aid at other schools	
Received information	30
Did not receive information	68
Not sure	2
How to handle the paperwork involved in transferring to another college	
Received information	22
Did not receive information	77
Not sure	1

Q. 16

Table 11

Kind of Financial Aid Information
Received at LaGuardia

	Percent
Information on student loans	10
Information on scholarships	13
Information on work-study programs	3
Information about other specific programs (e.g., PELL, TAP, BEOG, etc.)	40
Information on eligibility, requirements, etc. for financial aid (non-specifc comments)	23
Received forms, papers, applications, etc.	15
Answers referring to form of information but not substance (e.g., pamphlet, brochures, etc.)	27
Other specific substantive comments (e.g., discovered that most colleges accept all forms of financial aid)	2
Other	5
(Base)	(62)

Asked only of respondents reporting in Q. 15 that they received information on financial aid at other schools.
As a result of multiple answers, figures add to more than 100%.

Q. 17

Table 12

Source of Financial Aid Information Received at LaGuardia

Where student received information on financial aid at other schools	Percent
Financial aid office	45
Placement office	5
Admissions office	3
Freshman seminars	5
College day, career day	11
Counselor	10
Co-op advisor	2
Other sources at LaGuardia, or general and vague sources (e.g., bulletin board, mail from LaGuardia, "the office")	18
Informal contact with other students or people at LaGuardia or elsewhere (e.g., "talking to people")	3
Off-campus sources	5
Others	3
Not sure, don't remember	2
(BASE)	(62)

Asked only of respondents reporting in Q. 15 that they received information on financial aid at other schools.

As a result of multiple answers, figures add to more than 100%.

Q. 13

Kinds of Information Received at LaGuardia About Transferring to Four-Year Colleges
Verbatim Responses

On college day, various colleges handed out pamphlets about their four year programs.

General information about the four year schools - the requirements.

There are some booklets about transferring to four year colleges in the admissions office.

Pamphlets on four years - speaking to Registrar's office about transferring to four year college.

Pamphlets from other schools - it told you what credits they would accept from LaGuardia.

Flyers posted and some pamphlets about information on how to go about transferring to a four year college - procedures on transfer.

A form to fill out that would mail transcript to another college.

Yearly transfer student handbook. I found it in the career office. There were also pamphlets on different four year colleges.

Information from other colleges when they came to the school one or two days a year. They handed out pamphlets.

Information in the front lobby about transferring. All the people from colleges assembled there once to offer information on four year colleges.

They had leaflets all over. They had transfer workshops and people from all different four year colleges came and spoke and answered questions.

All the schools came to LaGuardia to give students information about four year colleges, the courses they offer and how to apply.

Books and pamphlets on careers. I got them at the library or Career Resource Center and by talking to various teachers who suggested the books to read.

Booklets from Open Day from other colleges.

Catalogues available in Career Resources Center.

- continued -

Verbatim Responses
(continued)

At Transfer Day Fairs they had pamphlets.

The representatives from different collees came to LaGuardia and I picked up pamphlets.

There were different colleges that came to LaGuardia and I picked up catalogues.

People came to LaGuardia (college representatives) and I picked up brochures from Baruch College.

Had an open house for colleges.

Got information in lobby of school on college workshops and they had all the information you want in the booklets used in seminars, there was information on colleges.

They had open transfer day where they had fifteen representatives from colleges to talk to students.

They handed out a pamphlet on four year colleges when they had career day.

A letter - not really important - it just encouraged me to go on.

About colleges which have studies in certain areas of interest. They have a center that has information on schools to see what they have.

There is a room with a computer to get information and books and leaflets. A counselor spoke to me about it - about different colleges, financial aid and their requirements.

We had a seminar at the school with college representatives - a transfer book listing all the four year colleges.

College pamphlets from other schools on college day.

CUNY booklets, other pamphlets and literature.

Career resources' reports on courses had to be written. Lots of information gleaned.

Pamphlets and counselors were helpful in explaining literature.

Not written but from college representatives who came to LaGuardia to discuss their colleges' programs.

They only gave you information when you ask - it is available - Career Resource Center.

- continued -

Verbatim Responses
(continued)

Pamphlets on accounting courses at Queens College - also transfer day there was a booth set up from Queens College and Hofstra.

A college office - up to us to take advantage of that.

They held frequent college transfer and information days and students were encouraged to attend in lobby where you couldn't but attend every term.

Remembers a letter from college - not sure who from.

Mailed information about permanent transcript - only piece of information she received.

Pamphlets, other students gave me booklets.

Some people from other colleges answering questions. There were brochures and information on bulletin boards. I also spoke to counselors and the library had college catalogues, but most of them were old and out of date.

People from other colleges were available for discussion. Also counselling.

In the internship seminar there was much information on colleges. A counselor helped with information with conferences and written information.

College advertisements from four year colleges.

Advisors from other colleges passed out literature about their colleges.

Maybe advertisements from other colleges in the lounge or something.

Brochures, pamphlets, flyers.

Pamphlets and other literature.

Lots of literature - special booklets on different subjects.

Printed material, booklets.

Literature was available, pamphlets.

Brochures about colleges and the courses they offered.

Letter from the Dean - only piece of literature he received.

Verbatim Responses
(continued)

Only about scholarships and whether program was available in other four year colleges.

Handouts during the co-op seminar.

Pamphlets gotten at open house - admissions office bulletins.

From other schools to apply - York, New York University.

At transfer day - brochures and applications for other colleges.

About York College - nothing else.

From York College saying I could register there.

They had people in the lobby when college advisors came to school.

The coordinator gave me a lot of information and they helped me to prepare my resume and they have an office with college information and every quarter they have people from every college.

Books from other colleges.

At career day different representatives from college gave information on the colleges - admissions, etc.

College representatives visited - received bulletins.

Received information on other CUNY colleges.

On other schools - posters.

I received a letter that the school had a discussion group about continuing my education.

At the school itself, there were college representatives.

Other schools' advertising at LaGuardia - representatives from other schools were there.

Transfer information to a four year college. Which colleges you're qualified for.

For Pratt Institute - the courses that they give and what credits they would accept.

Other four-year colleges would come visit and we got pamphlets - also received pamphlets on continuing at four year colleges - a list of other colleges to transfer to.

Verbatim Responses
(continued)

Applications to other colleges. Booths with people from colleges explaining about their colleges. And information in offices of my major and in career center.

College fair-type information. When other colleges would come to LaGuardia with their stuff.

Career day - college representatives came to our school from SUNY and CUNY passing out information.

7. Steps Students Have Taken to Further Their Education

FINDING: Students transferring to four-year colleges have spent time exploring the financial side of attending the school and determining which LaGuardia courses will earn credit at the school.

DISCUSSION

Slight majorities of students who have taken steps to transfer to a senior college report that they determined what it will cost to attend the school, that they have worked out a budget, and that they ascertained which of their LaGuardia courses will earn them credit at the four year school (Table 13). Only one out of three of these students has obtained a financial aid transcript.

Q. 18

Table 13

Extent to Which Students Interested in Continuing Their Schooling Have Planned Their Future Education

	%
Has the student:	
Figured out what the cost of attending the four-year college will be?	
Yes	62
No	38
Worked out a budget to make certain he or she can afford the four-year college?	
Yes	60
No	40
Obtained a financial aid transcript for the four-year college?	
Yes	34
No	66
Determined which LaGuardia courses will earn credit at the four-year college?	
Yes	61
No	39
(BASE)	(98)

APPENDIX

Sample Demographics

	%
Sex	
Male	27
Female	73
Major	
Accounting	10
Animal health technology	*
Business administration	5
Business management	10
Career exploration	*
Child care	1
Data processing	23
Education associate	1
Education associate-bilingual	1
Human services	5
Liberal arts	9
Mortuary science	*
Occupational therapy	3
Sciences	2
Secretarial science	16
Other	10
Grade Point Average at LaGuardia (as reported by students)	3.12

QUESTIONNAIRE

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KANE, PARSONS & ASSOCIATES
1995 Broadway
New York, New York 10023
(212)799-4100

TRANSFER QUESTIONNAIRE

P.N. 1368
(Wave II)

April, 1984

Interviewer:_____

Hello, this is _____ calling for Kane, Parsons & Associates, the nationally known research company. We are working for LaGuardia Community College to find out what recent graduates think about their educational experiences there so that LaGuardia can strengthen its educational program. I would like to ask you a few questions, though before we start, let me assure you that your answers are completely confidential. Nothing you say will be attributed to you personally. To begin . . .

A. Did you recently graduate from LaGuardia Community College?

Yes----------	1	(CONTINUE)
No----------	2	(TERMINATE)

B. Were you required to take co-op education at LaGuardia?

Yes----------	1	(CONTINUE)
No----------	2	(TERMINATE)

1. Are you working now on a full-time or part-time basis, or are you not working at the present time?

Full-time----------	4-1	(SKIP TO Q. 3)
Part-time----------	2	(SKIP TO Q. 3)
Not working--------	3	(ASK Q. 2)

2. Are you now looking for a job or do you hope to find a job in the next few months? (IF "YES") Would you prefer to work full-time or part-time?

No, does not want job in next few months-------	5-1
Yes, wants full-time job-----------------------	2
Yes, wants part-time job-----------------------	3
Not sure---------------------------------------	4

(ASK EVERYONE)

3. What are your thoughts about further education? Are you currently attending another college; do you definitely plan to continue your education within the next six months or so; do you definitely plan to continue your education, though not in the near future; or do you have no interest in further education?

Currently attending another college------	6-1	(ASK Q.'s 4, 6, 7)
Plan to continue education within next six months or so----------	2	(ASK Q.'s 4, 5)
Plan to continue education, though not in the near future----------	3	(ASK Q. 4, THEN SKIP TO Q. 8)
Have no interest in further education----	4	(SKIP TO Q. 8)
Not sure----------	5	(SKIP TO Q. 8)

(ASK C. 4 IF "CURRENTLY ATTENDING ANOTHER COLLEGE" OR "PLAN ON FURTHER EDUCATION" IN Q. 3, EITHER RESPONSE 1, 2 OR 3)

4. How much additional education do you plan on getting --additional courses but not a bachelor's degree, a bachelor's degree, or a graduate or professional degree?

Additional courses, but not bachelor's------	7-1
Bachelor's degree----------	2
Graduate or professional degree----------	3
Not sure----------	4

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(ASK Q. 5 ONLY IF GAVE RESPONSE #2 IN Q. 3)

5. Have you made or are you in the process of making definite plans to continue your education in the next few months?

Yes---------	8-1	(ASK Q.s 6, 7)
No----------	2	(SKIP TO Q. 8)
Not sure---	3	(SKIP TO Q. 8)

(IF CURRENTLY ATTENDING ANOTHER COLLEGE, ASK Q. 6, 7 USING WORDINGS IN PARENTHESES. IF DEFINITELY PLANNING ON FURTHER EDUCATION WITHIN NEXT SIX MONTHS OR SO, ASK Q. 6, 7 USING WORDING NOT IN PARENTHESES)

6. (Are you enrolled) Will you be enrolling in a four-year bachelors' program or in some other kind of educational program?

Four-year bachelors' program----------	9-1
Other program (DESCRIBE)_____----------	2

7. What school (are you attending) will you be attending? _____ 10-
_____ 11-
_____ 12-

(ASK EVERYONE)

8. (WORDING FOR THOSE CONTINUING THEIR EDUCATION IN THE NEXT FEW MONTHS AS DETERMINED IN Q. 3 AND/OR Q. 5)

We're interested in knowing why students have decided to continue their education. Please tell me if each of the following is a very important reason to you for getting more education, a somewhat important reason, or a not at all important reason for getting more education. (READ EACH ITEM)

(WORDING FOR THOSE NOT CONTINUING THEIR EDUCATION IN THE NEXT FEW MONTHS AS DETERMINED IN Q. 3 AND/OR Q. 5)

Even though you're not planning on getting further education in the immediate future, please tell me if each of the following is a very important reason to you for getting more education, a somewhat important reason, or a not at all important reason for getting more education. (READ EACH ITEM)

	Very Important	Somewhat Important	Not At All Important	Not Sure
Employers in your preferred career field generally want people with lots of education--------13-1		2	3	4
Additional education will help you deal more effectively with problems in your personal life--------14-1		2	3	4
Since many people don't take a two-year degree seriously, it's much better to have a bachelor's degree---15-1		2	3	4
You can make more money with a bachelor's degree than with an associate's degree----------16-1		2	3	4
The more education you have, the better your chances for a promotion in your preferred career field-------17-1		2	3	4
Additional education will help you appreciate the world around you better and get more out of life------18-1		2	3	4
People will have more respect for you if you have a bachelor's degree than they will with an associate's degree----------19-1		2	3	4
You couldn't find a job----------20-1		2	3	4
The specific career you want requires a four-year degree----------21-1		2	3	4

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9. (WORDING FOR THOSE CONTINUING THEIR EDUCATION IN THE NEXT FEW MONTHS AS DETERMINED IN Q. 3 AND/OR Q. 5)

Many of the students we've talked to are planning to continue their education now or in the near future. Most of these students said they had to balance arguments for further education against arguments for not continuing their education. We would like to know in your case what, if any, arguments you had against further education at this time. Please tell me if each of the following was a very important reason for not continuing your education, a somewhat important reason, or a not at all important reason. (READ EACH ITEM)

(WORDING FOR THOSE NOT CONTINUING THEIR EDUCATION IN THE NEXT FEW MONTHS AS DETERMINED IN Q. 3 AND/OR Q. 5)

Thinking about why you decided not to continue your education at this time, please tell me if each of the following was a very important reason for not continuing your education, a somewhat important reason, or a not at all important reason. (READ EACH ITEM)

	Very Important	Somewhat Important	Not At All Important	Not Sure
You needed a break from school----------22-1		2	3	4
It would be difficult to make ends meet financially if you went to school----------23-1		2	3	4
Employers in your preferred career field tend to think that people with too much education aren't practical enough----------24-1		2	3	4
The kind of education you received at LaGuardia didn't really prepare you to compete with the other students at a four-year college----------25-1		2	3	4
You aren't really cut out for a four-year college----------26-1		2	3	4
Many of your credits from LaGuardia won't transfer to a four-year College----------27-1		2	3	4
You just don't know enough about transferring to a four-year college----------28-1		2	3	4
Additional education won't really help you in your career----------29-1		2	3	4
Since LaGuardia's program concentrates on co-op, it doesn't adequately prepare students for a four-year college----------30-1		2	3	4
There's too much bureaucracy and red tape in transferring to a senior college----------31-1		2	3	4
You just aren't interested in any further education----------32-1		2	3	4
LaGuardia's co-op program prepared you adequately for the career you want to pursue----------33-1		2	3	4

10. Thinking generally about transferring to a four-year college, please tell me if each of the following statements is true or false. (READ EACH STATEMENT)

	True	False	Not Sure
A student transferring to a four-year college may have to take a skills assessment test----------34-1		2	3
Most four-year colleges will let a student transfer at least 67 credits from another school toward a bachelor's degree----------35-1		2	3
Any course at LaGuardia in your major that you passed will automatically be counted toward the degree requirements of a four-year college in the same major----------36-1		2	3

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11. Let's think about the information you received about continuing your education after getting your associates' degree. In your Freshman Seminar, was there a lot of discussion, some discussion, or very little discussion about continuing beyond the associates' degree? (CONTINUE WITH REST OF LIST)

	A Lot of Discussion	Some Discussion	Very Little Discussion	Not Sure
In your Freshman Seminar----------37-	1	2	3	4
In your Co-op Prep course---------38-	1	2	3	4
In your Co-op Internship Seminar--------39-	1	2	3	4
In your regular courses----------40-	1	2	3	4
On your internships----------41-	1	2	3	4
In transfer workshops----------42-	1	2	3	4

12. Did you receive or see any written information at LaGuardia about continuing your education at four-year colleges?

Yes----------43-	1	(ASK Q. 13)
No----------	2	(SKIP TO Q. 14)
Not sure----------	3	(SKIP TO Q. 14)

13. What kind of information was that? (PROBE) Any others?

_____ 44-____

_____ 45-____

_____ 46-____

(ASK EVERYONE)

14. How much would you say your academic advisor encouraged you to continue your education at a four-year school after finishing at LaGuardia--very much, some, or not at all? (CONTINUE WITH LIST)

	Very Much	Some	Not At All	Not Sure
Your academic advisor----------47-	1	2	3	4
Your Freshman seminar teacher----------48-	1	2	3	4
A counselor other than your Freshman seminar teacher----------49-	1	2	3	4
Your Co-op coodinator----------50-	1	2	3	4
A Co-op seminar teacher----------51-	1	2	3	4
Some other teacher----------52-	1	2	3	4
Your boss or supervisor on your Co-op job---------53-	1	2	3	4
Other people at LaGuardia_____ _____ (DESCRIBE BY TYPE, NOT NAME) ---54-	1	2	3	4
Members of your family----------55-	1	2	3	4
Friends----------56-	1	2	3	4

15. Do you recall getting any information about (READ EACH ITEM) while you were at LaGuardia?

	Yes	No	Not Sure
The advantages of continuing your education at a senior college----------57-	1	2	3
Which courses at LaGuardia meet the degree requirements in your major at other schools----------58-	1	2	3
Which courses at LaGuardia transfer to other schools----------59-	1	2	3
How to handle the paperwork involved in transferring to another college----------60-	1	2	3
What four-year colleges have programs of interest to you----------61-	1	2	3
How some employers help workers continue their education----------62-	1	2	3
Financial aid at other schools----------63-	1	2	3

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(ASK Q. 16 IF "YES" TO FINANCIAL AID AT OTHER SCHOOLS IN Q. 15)

16. What kind of information on financial aid at other schools did you receive at LaGuardia? (PROBE) What else? _____ 64-___

_____ 65-___

_____ 66-___

17. Where did you get this information? (PROBE) Any other sources?

_____ 67-___

_____ 68-___

_____ 69-___

(ASK Q. 18 ONLY AMONG STUDENTS WITH DEFINITE PLANS TO CONTINUE THEIR EDUCATION AT A FOUR-YEAR COLLEGE AS DETERMINED IN Q.'S 5 & 6)

18. You indicated earlier that you are definitely planning to continue your education in the next few months at (INSERT NAME OF COLLEGE). (READ EACH QUESTION)

	Yes	No	Not Sure
Have you figured out what the cost of attending this school will be?	70-1	2	3
Have you worked out your budget to make certain you can afford this four-year college?	71-1	2	3
Have you obtained a financial aid transcript for this four-year college?	72-1	2	3
Have you determined which of your LaGuardia courses will earn credit at the four-year college?	73-1	2	3

FINALLY, JUST A FEW QUESTIONS FOR CLASSIFICATION PURPOSES ONLY.

19. What was your major at LaGuardia?

Accounting	74-75-01	Education associate-bilingual	10
Animal health technology	02	Human services	11
Business administration	03	Liberal arts	12
Business management	04	Mental health assistant	13
Career exploration	05	Mortuary science	14
Child care	06	Occupational therapy	15
Data processing	07	Sciences	16
Dietetic technician	08	Secretarial science	17
Education associate	09	Other --- (SPECIFY) _____	18

20. What was your grade point average at LaGuardia when you graduated?

76-78-_____

RECORD ONLY: SEX: Male---------79-1 Female--------- 2

STUDENT'S NAME _____ PHONE _____

STREET ADDRESS: _____

BOROUGH: _____

ERIC Clearinghouse for Junior Colleges
AUG 1 1986